Global Management Competencies

Course background

The direction of business is irreversibly global. Global business means political, economic and social interdependence and these linkages among politics, economics, industries, regional trading blocks and so on create an environment of change and uncertainty. It is in this changing environment that businesses must learn to operate successfully. To do so, firms must have managers who have acquired the competencies and have the characteristics requisite to managing effectively in this changing, diverse, complex and interdependent environment. This course is about those competencies and how closely you “measure up.” However, even if you were to never manage in a cross-cultural context, the management competencies you will learn in this class will be extremely helpful for ANY manager.

Course objectives

The objectives of this course include the following:

1. To familiarize you with several models that illustrate global leadership/management competencies researchers and consultants have discovered are essential for effectively operating in the global business world today.
2. To understand how those competencies lead to effective outcomes in cross-cultural/ethnic environments.
3. To have a clear understanding of your strengths and weaknesses with respect to global management competencies and to have a plan to resolve the weaknesses. For those implementing your plan, to actually increase your effectiveness with respect to one or two of your weaknesses (number depends on difficulty).
4. To learn principles related to problem-solving in order to be a more creative problem-solver.

GBM Program objectives

1. Effectively manage yourself and others in cross-cultural/ethnic environments.
2. Be confident in your ability and passionate about applying your knowledge and skills to help solve firm-level problems related to global business.
3. Understand how the macro global environment (political, socio-cultural issues, economic, technological, and competitive) impacts the need for personal development of leadership and management capabilities)
Course reading material

Texts and Supplements

*Global Explorers: The next generation of leaders* by Black, Morrison & Gregersen.  
*I heard the owl call my name* by Craven. (order through Amazon.com or other)

*Global Competency Inventory:*  [https://www.kozaieducation.org](https://www.kozaieducation.org) ($9) You will be required to register an email address and password and use a credit card to access the survey. The Group ID is Gary_0008. This survey evaluates your strengths and weaknesses in cross-cultural/multicultural environments (i.e., working and living in a foreign country; working with multicultural teams)

Readings may be available at [http://courses.csusm.edu/gbm426go](http://courses.csusm.edu/gbm426go).

Tests, Projects and assignments

Test. You will have one test during this course. It will cover specific global leadership/management competency models. An excellent knowledge of these models is necessary to be successful on the exam. It will also lay the groundwork for you to be successful at doing your major project, which is the most important work you will do in this course. The test will require you to know the following: (30 pts.)

1. All the GE model (major dimensions and subdimensions)  
2. All the Brake model (major dimensions and subdimensions)  
3. All the Rosen model (major dimensions and subdimensions of each major dimension).  
4. All the GCI model (major dimensions and subdimensions)  
5. The commonalities across all four models and a justification for your answer. This will have the most point value.

Major learning project. There are two versions of this project. You must choose one of them. Both are worth 100 points.

Project 1: Strength and Weakness Analysis

This version of the major learning project involves 1) a critical and analytical explanation of your global management competency strengths and weaknesses and 2) based on that analysis, a very specific strategy to strengthen your weaknesses. Your analysis and strategy development must include the following process:

1. Selecting one of the models (or one category of characteristics of a model, such as with Brake or Rosen) presented in class that you will use to analyze your strengths and weaknesses.

2. Then, to determine your strengths and weaknesses, you must do the following:
a. Do your own personal reflection against experiences you’ve had that have elements of global business and/or multicultural environments in them. Support your conclusions with SPECIFIC examples from your experience.
b. Get formal input from at least 10 others, normally including at least two people from each of these groups: family members, friends and work. (Remember that people will see you differently according to the context, so you should try to get as many people in each context as will provide valid feedback.)
c. Integrate information from the GCI to compare and contrast with your and others’ analysis of you on the subdimensions of your chosen model.

3. From the information gathered in #2, you will look for patterns and contradictions in order to synthesize and integrate all the information into a set of meaningful conclusions about what really are your strengths and weaknesses (or where there are question marks).

4. Fourth, you will develop a very specific plan, including strategies and techniques, to address your weaknesses and to maintain your strengths. For this section to be effective, it will require specifics in the strategies and techniques, answering questions such as who, what, where, when and how, as appropriate.

Project 2: Application

This project will entail all of what Project 1 requires you to do except for two differences:

1) Your strength and weakness analysis (#3 in Project 1 description) should focus on two obviously critical competencies that you are quite certain are weaknesses based on your overall analysis. 2) You must develop and implement the strategies and techniques you have listed in order to report at the end of the semester your progress in strengthening those weaknesses.

You must allow for at least 3 weeks of implementation.

To be done well, these reports will be at least 10 pages, single-spaced, Times New Roman font or equivalent, size 12.

Novel report. This project will involve the following (20 pts.):

1. Select a model which you will then use to apply to Mark, the main character, to determine whether he demonstrates competence in that model. This model must be different from the one you use for your own self-analysis project. If you choose the Rosen model, you should select only 3 of the 5 subdimensions in each category in order to allow adequate depth of support. (More examples from the book will be expected for the GE model than for those with many more characteristics.)

2. Your evaluation of the effectiveness of the main character’s ability to manage himself and how well he managed his responsibilities regarding the tribe. To do this, you must first define what you think his main responsibilities are and why
you have chosen those responsibilities. Your determination of his effectiveness must include an evaluation of his performance with respect to those responsibilities.

3. This report should be 4 pages, single-spaced, Times New Roman font or equivalent, size 12.

**Reflective report.** This project will involve the following (not graded for points):

1. A journal in which you include reactions and thoughts to our class discussions, your reading and experiences in any context that relate to your strengths and weaknesses with respect to global management competencies.
2. Entries should be at minimum once a week and should be “personal” (i.e., not “intimate” but applications of our discussions to you) and should avoid superficiality. (Journal entries are held in strict confidence.) I will collect them once or twice during the semester.
3. The entries can be hand-written or typed; however, they need to be easily legible and you are encouraged to view them as a permanent record of your personal and professional growth and development and put them in computer file format with back-up.

**Class structure**

1. Because the course objective is to help you understand your strengths and weaknesses with respect to global competencies, we will use some of the class time to help you develop ways to analyze your strengths and weaknesses in the areas of inquisitiveness, character, perspective and savvy. Normally, together we will develop some questions that you can use to help you do the analysis. I will also use an “interrogation” method to help you as you determine your position with respect to these dimensions.

2. Consistent with the nature of the class, the emphasis will be on depth and application of understanding and not on quantity of information presented. Introspection will be an important knowledge-producing activity and much of your learning will come from your own personal reflections rather than instructor-presented content.

Understand very clearly that this is not a course that is focused on teaching a huge volume of material with a lot of terminology to learn and then subsequently regurgitated on an exam. The focus is on depth of learning and learning applied to you to create significant changes in understanding, and in some cases, your behavior.

**Evaluation criteria of all reports**

Your written reports will be evaluated against the following guidelines:
All evaluation is on an absolute, not a relative, basis (in other words, your work is judged against a standard of excellence—not against others in the class or school). Essentially, every member of this class can succeed (or flop?) in thinking better and communicating their learning more effectively. Remember that the bottom line is I can only judge what learning has occurred based on your writing.

**Evaluation Criteria**

- Are your conclusions well focused?

- Are your ideas clearly organized and reflect a synthesis of appropriate information? (Do the pieces fit together logically? Is it well thought out and carefully approached?) Is the organization of your ideas clear and logical?

- Is there appropriate evidence for each argument/conclusion? (How do you know what you think you know and have you clearly explained your evidence for your assertions about what are weaknesses and strengths? Are you using concrete examples rather than generalizations that don’t show proof?)

- Do your arguments demonstrate insight? (Do they go beyond common sense or what is obvious to most?)

- Is the paper overall well organized and visually consistent with business report format? (i.e., organized around logical headings, subheadings, etc.)

- Is the paper technically perfect? (grammar, punctuation, mechanics, spelling). This can constitute a very important 10% of the evaluation.

**Punctuality of Assignments**

Part of being an effective manager/leader means you manage your workload appropriately. This translates into turning in assignments and projects in on time (i.e., not making up excuses for why you can’t get it in on time). On time means at the beginning of class at the time it normally starts. Late papers do not receive full credit:

- Papers collected AFTER I gather all the papers due: 95% of full value.
- Papers collected one day after class: 90% of full value.
- Papers collected after two days: 80% of full value.

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Major Project</td>
<td>100</td>
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<tr>
<td>Novel Report</td>
<td>20</td>
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<tr>
<td>Exam</td>
<td>30</td>
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A  = 93% or higher  
A-  = 90-92 %
B+ = 88-89%
B  = 88-87%
B-  = 81-83%
C+ = 79-80%
C  = 73-78%
## Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Reading Assignment</th>
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<tbody>
<tr>
<td>8/29</td>
<td>Introduction to course and context of global management</td>
</tr>
<tr>
<td>9/5</td>
<td>Context of global managreement: Implications for global managers. Chpt. 1</td>
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<tr>
<td>9/12</td>
<td>Brake’s model of global leadership</td>
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| 9/19  | Rosen’s model of Global leadership  
Overview of Global Explorers  
Chpt. 2  
**Journal entries due** |
| 9/26  | Inquisitiveness  
Chpt. 3 |
| 10/3  | Perspective  
Chpt. 4 |
| 10/10 | Character & Savvy  
Chpts. 5 & 6 |
| 10/17 | **Exam on global leadership models (Brake, Rosen, GCI and Global Explorers)** |
| 10/24 | Strategies for becoming globally competent  
Chpts. 7-8  
Consultation about the progress of your project |
| 10/31 | Class discussion about *I heard the owl call my name.*  
**Novel report due.** |
| 11/7  | Consultation in my office about the progress of your project |
| 11/14 | Guest speaker |
| 11/21 | Case discussion: Ellen Moore  
**Major learning project due** |
| 11/28 | Open discussion |
| 12/5  | Guest speaker |
| 12/12 | Final Exam: 9:15-11:15 |